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ABSTRACT

With the aim of relating reading with wider social action, this paper discusses the macro-cloze procedure for reading a novel, which promotes social interaction while reading and helps develop students' ability to predict, ask questions, and summarize. The paper includes a brief rationale for the procedure (in which each small group of students reads and analyzes only one chapter of a book; instructions for the teacher in implementing the procedure; a 22-item list of children's books appropriate for the macro-cloze procedure; a 9-item bibliography; sample questions based on the books; and student's "letters" to the teacher discussing readings.
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**Collaborative Reading of a Novel:
Adapting the Macro-Cloze Procedure
for Reading a Novel**

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Collaborative Reading of a Novel: Adapting the Macro-Cloze Procedure for Reading a Novel

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Rationale:

Research indicates that students of any age read little for enjoyment. They prefer watching television and choose movies to books. Teenagers view reading, particularly of fiction, as a lonely, solitary act, indulged in by unpopular individuals who do not have many friends. The practice of teaching reading as something done alone with a book, silent and solitary makes reading a symbol of withdrawal.

Social interaction is essential in learning particularly in the area of language and literacy. We should try to create new models of reading behavior, new ways to interact with books and new ways of relating reading with wider social action. One way of accomplishing this is adapting the macro-cloze procedure for reading a novel. The procedure promotes social interaction while reading. The strategy helps to develop the students' ability to predict, ask questions, and summarize. With the teacher's guidance, the students will be aware of plot, theme, character development, and style while discussing the material in their own groups.

Macro-Cloze Procedure

1. Introduce the story
 - Take note of the title and illustrations
2. Ask the students to predict:
 - What the story is about
 - Where it might have happened
 - Who the characters might be
 - Others ?
3. Group students with four to five members
4. Give each student a chapter to read. Distribute the chapters to each group in sequential order.
5. As they read, encourage students to write down questions. This procedure is designed to take advantage of our natural tendency to make sense of anything that is not complete.
6. Ask students to summarize their chapters. Some structure may be provided by giving students a framework for summarizing . Example:

This chapter begins when_____.

Later_____

Then_____

Finally_____.

7. Encourage students to take note of extraordinary expressions the author used in the chapters they are reading.
8. Each member of the group will share his /her summary to his particular group. Questions answered by their sharing will be eliminated. They will decide how they will share their parts of the story to the whole class. They will also decide what expressions the author used will be highlighted in their report and why they chose the expression.
9. At the end of the sharing, questions not answered will be discussed.
10. The whole class will then develop one summary of the story. Discussion of the story will follow with emphasis on their reaction to the story, issues, and style. Students will be made aware of style by choosing lines they like to read orally and giving reasons why they chose those lines.

SAMPLE LIST OF CHILDREN'S LITERATURE
APPROPRIATE FOR MACRO-CLOZZ PROCEDURE

- Babbit, N. Tuck Everlasting. New York: Farrar, Straus, & Giroux, 1975.
- Banks, L. The Indian in the Cupboard. New York: Avon, 1980.
- Bauer, M. On My Honor. New York: Dell, 1986.
- Blume, J. Are You There God New York: Bradbury, 1970.
- Blume, J. Tiger Eyes. New York: Dell, 1981.
- Bunford, S. The Incredible Journey. New York: Bantam, 1960.
- Cleary, B. The Mouse and the Motorcycle. New York: Dell, 1965.
- Konigsburg, E.L. From the Mixed Up Files of New York: Dell, 1967.
- L'Engle, M. A Wrinkle in Time. New York: Dell, 1968.
- Lewis, C.S. The Lion, the Witch, & the Wardrobe. New York: Scholastic, 1950.
- Lowry, L. Number the Stars. New York: Dell, 1989.
- Maclachlan, P. Sarah, Plain and Tall. New York: HarperCollins, 1985.
- Naylor, P. Shiloh. New York: Dell, 1989.
- Paterson, K. Bridge to Terebethia. New York: Avon, 1977.
- Paulsen, G. The Voyage of the Frog. New York: Dell, 1989.
- Raskin, E. The Westing Game. New York: Avon, 1978.
- Reiss, J. The Upstairs Room. New York: Scholastic, 1972.
- Rylant, C. Missing May. New York: Dell, 1992.
- Snyder, Z.K. The Egypt Game. New York: Dell, 1967.
- Speare, E.G. The Sign of the Beaver. New York: Dell, 1983.
- Spinelli, J. Maniac Magee. Boston: Little, Brown, 1990.
- Taylor, T. The Trouble with Tuck. New York: Avon, 1981.

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- Helper, S. (1991). Talking our way to literacy. The New Advocate, 4, (3) 182-188.
- Martin, L. (1984, May). Classroom applications of questioning strategies. Paper presented at the Annual Meeting of the International Reading Association. Atlanta, Ga.
- Nolte, R.Y., Singer, H. (1985). Active comprehension: teaching a process of reading comprehension and its effects on reading achievement. The Reading Teacher, 39, 24-31.
- Otto, P. (1991). Finding an answer in questioning strategies. Science and Children, 28, (7) 44-47.
- Rogers, D.L. (1990). Are questions the answer? Enhancing young children's learning. Dimensions, 19(1), 3-5.
- Williams, B., et al. (1991, November). Questions, not answers, stimulate critical thinking. Paper presented at the Annual Conference of the National Council of States on Inservice Education. Houston, TX.

Kinds of questions

Text Implicit-the information is contained in the reading but students must infer in order to answer the question.

Example: Westing Game

Did Mr. Hoo close his restaurant because of the coffee shop?

Script Implicit- the reader must use background knowledge and experience to answer. (open-ended)

Example: Of Mice and Men

Was Lenny mentally retarded?

Text Explicit-the information is found easily in the text. (fact)

Example: Westing Game

Who was not supposed to move in?

What are good questions for?

When teachers model good questions:

Students find a purpose for reading and set their own goals

Students understand and interpret what they read by finding the main ideas

Students become more critical in their thinking

Students with reluctance toward reading begin to comprehend what they read

Dear MRS. JOYNER,

sep 9/c
page 2c

The book I'm reading is called
Melanie and the Make-over
It was very good book cause
it had 6 graders in it and friends
that were not sharing an being
nice to each other cause two of
them were going to modeling - which
school and the other friends were
made cause they did not talk
to them, who didn't talk to them?

Good!
That
sounds
to make

Sincerely,

Dear

it sounds like you can
relate to this book because it
was sixth graders in it. I would
like to know more about what
happens. Do they get back
friends? Do the girls go to
modeling school? Please write
me back

Sincerely,
A. Joyner

Order 19, F
Page 35z

Dear Ms. Joyner, I am reading this book called Family Matters. This book is written by Bonnie Worth. My favorite character in this book is Steve. Steve has big eyes with a nerd. He pulled up to his neck. Steve is a real generous though. He uses enormous words that nobody can even pronounce. He is in love with Laura who is the most beautiful and nicest girl in the world. What made me want to read on today was when Willie and Steve got in a fight about who was going to take Laura to the school dance. They started fighting in the hall and he didn't even stop. He told them to meet at the boxing arena on Saturday at 4:00 to have a real fight. I, Crystal Blake know real reminds me of how you because she would never go to a dance with a girl because they were just nice.

I like the part where Steve walks up to Willie and starts laughing. I just starts laughing. I thought it was funny. I'm excited because Steve and Willie were about to get a fight and they were fighting each other. I couldnt read until they actually did it. This book is very funny.

closings

Great letter!
Love,
Katie


✓

BEST COPY AVAILABLE

Jan 10/94
10:11:10

Dear Mrs. Joyner, page 16

My book that I'm reading
is called The best in the west.
Why'd I like the book

is because there are cowboys
west, I mean is that my Uncle or
Aunt here cows and horses.
I know, because they live
in ~~the~~ Tennessee and ~~the~~
That is why I like that book
and charters make it come
alive and every-~~thing~~ thing.
I wish I was in the book.

Note: Mrs Joyner when you
read the dilige, you will find
out that it's here (why, I mean)
and I know. Why it here that
is there is because I think
it is easier for me to relate
to what I'm reading.

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BEST COPY AVAILABLE

Miss Joyner's Questions on my other
dilige letter.

You have the one, with the
charlie, with it would want
to be like. Why because she
is pretty and she is a good
charter.

Dear Mrs. Joyner
I am reading this book
called socks by Beverly Cleary.
It is about a cat named
socks based on the name white
feet. I am half-way done
with the book. This is not
my favorite book I have
ever read but it's all right,
socks's wings just had a
child. He is feeling left out
He wants attention. This
book started out dragging but
it is starting to pick up.
Good! I'm glad.

Why?
What's
What's
What's
What's
What's

Dear
I'm glad that you are
beginning to enjoy your book. Sincerely,
Please write me back and try
to elaborate on your answers
to the questions I've asked!

Sincerely,

A. Joyner

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**WE REMEMBER:
20% OF WHAT WE HEAR
50% OF WHAT WE HEAR
AND SEE
70% OF WHAT WE HEAR,
SEE, AND DO
90% OF WHAT WE HEAR,
SEE, DO, AND TELL
OTHERS ABOUT!**

